

Learning Assessment Guide

Unit Standard 1297 – Version 4

Interview in a formal situation

Level 4 – 5 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- Plan the interview.
- Conduct the interview.
- Follow up the interview.

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- Observation checklist that the approved observer or assessor will use to record your performance.
- Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

1. This unit standard covers interviews in formal situations. Formal interview situations are often characterised by:
 - A structured format.
 - Obvious differences in status, position (job role) and/or mana between the interviewer(s) and the interviewee.
 - Established policies and procedures, possibly including legislation, which may apply to the interview.
 - There may be an official, organisational and/or an institutional purpose for the interview.
2. A formal interview may be a one-on-one interview or it could be a panel interview. Some examples of formal interviews include:
 - Selection interview for a job or for training.
 - Performance review.
 - Loan application (hire-purchase or mortgage).
 - Media interview.
 - Disciplinary matters.
 - Investigations.

3. Ideally this unit standard is assessed in the learner's workplace as part of their normal job. However, learners may be assessed in simulated conditions.

Simulated conditions should relate as closely as possible to a situation relevant to the person being assessed, or in a real-life context using naturally occurring evidence.

4. All actions and processes surrounding the interview must occur in accordance with ethical, organisational and legal requirements relating to the context of the interview.

For example, all employees of State sector organisations must adhere to the State services Code of Conduct. They must also adhere to legislation relating to privacy and information. Most state sector organisations will also have written guidelines for the various types of interviews that are likely to take place such as selection and performance appraisal interviews.

Assessment Task One – Element 1

Introduction

Assessment task one is designed to assess your ability to plan the interview you will conduct in a formal situation.

Instructions

Background:

You will need to identify an interview in a formal situation that you are required to do in the course of your work and that you will use to gather evidence for this unit standard. Alternatively, as covered under general instructions, you may organise and conduct an interview under simulated conditions. However, it must relate as closely as possible to a real workplace situation.

The following types of interview are the most likely occurrences for first line managers or team leaders in a State sector organisation:

- Selection interview for a new employee
- Performance appraisal interview
- Identifying and planning a staff member's professional development needs
- Disciplinary interview

You should contact the proposed interviewee and ask them if they agree to allow a third person to witness the interview, as your performance will need to be observed and documented by your assessor or an approved observer.

Developing the plan:

- Your plan should be produced in a format that meets the requirements of your organisation.
- Clearly state the purpose of the interview and the desirable outcomes.
- You will need to identify the needs of the person being interviewed and incorporate those needs into the interview plan. Interviewee needs may be related to:
 - Access requirements
 - Notification of the purpose and possible consequences of the interview
 - Interviewee expectations of the interview
 - Desirable outcome(s) of the interview
 - Interviewee's entitlement to have support at the interview
 - Interviewee's need to have prior knowledge of any relevant statute(s) and/or regulation(s) prior to the interview
- Now plan the sequence of questions you will ask the interviewee. They should be clearly related to the purpose of the interview and follow a logical sequence.

- Note down any other resources such as brochures or information packs that you will use during the interview.
- Select the questioning techniques you will use during the interview. You should ensure that the questioning techniques selected fit the:
 - situation
 - purpose of the interview
 - occasion
 - subject matter
 - relationship between you and the interviewee

In selecting your questioning techniques think about:

- the use of 'open' and 'closed' questions
 - clarifying questions
 - use of questions to gather general or broad information
 - use of questions to gather more detailed information
- Read the resources associated with this unit standard given on the Learning State website. They provide information on interview and questioning techniques.
 - Ensure that you provide your assessor with a copy of your interview plan and any other relevant material before the interview.

Preparing the interview environment:

- Before conducting the interview, you will need to prepare the interview environment ensuring it is suitable for the purpose of the interview.
- Preparation will include such factors as booking the interview room, setting up tables and chairs, ensuring there will be no interruptions, and so on. Again the resources listed on the Learning State website provide information on suitable interview environments.
- The suitability of the interview environment will be observed by the assessor or the approved observer at the time of observing the interview and filling in the Observation Checklist for Task two.

The completed assessment for task one will include:

- The learner providing their interview plan which covers the needs of the interviewee, the sequence of questions and the questioning techniques to be used, and any other material to be used at the interview.
- Evidence of appropriate preparation of the interview environment (note this will be observed as part of Task two).

Assessment Task Two – Element 2

Introduction

Assessment task two is designed to assess your ability to conduct the interview in a formal situation.

Instructions

- Arrange a time and place with your assessor to be observed conducting the interview that you planned for in Task One.
- Your assessor may observe you himself/herself or may arrange for a person with the appropriate experience from within your workplace to observe your performance. Agree on a suitable observer with your assessor, if your assessor suggests the delegation of this function. Agreement should be reached before approaching anyone in your workplace.
- The assessor or observer will use the accompanying 'Observation Checklist' to record your performance. You should familiarise yourself with its content so that you know what your observer is looking for.
- Proceed with your interview.
- Allow time for a few minutes discussion after the interview to discuss follow-up activity with your assessor/observer. They may also wish to discuss interview activity or clarify your reasons for a particular approach that you took during the interview.

The completed assessment for task two will include:

- The learner conducting a formal interview according to the plan and arrangements advised in Task One.
- The completion of the 'Observation Checklist' by the assessor or approved observer.

Interview Observation Checklist

(For use by assessor or approved observer)

Name of the learner:	
Name of observer assessor:	
Interview date and time:	
Interview venue:	

Please indicate if the learner has met the criteria during the interview. Use the space to add comment for feedback to the learner and for moderation purposes.

Observed that the learner:	Observer comments	Yes / No
Prepared the interview environment appropriately to meet the purpose of the interview.		
Made an appropriate introduction that was fitted to the context of the interview and included a statement of the purpose of the interview.		
Asked questions in the sequence that met the stated purpose of the interview.		
Used a questioning technique and language which fitted the context of the interview and the relationship between participants.		
Established a relationship with the interviewee during the interview which assisted in achieving the purpose of the interview.		
Recorded information during the interview without interrupting the flow of the interview.		
Provided feedback using established feedback models which encouraged the interviewee to respond.		

Concluded the interview in a manner that fitted the context of the interview.		
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Assessor / Observer:

Signature:

Date of observation:

Assessment Task Three – Element 3

Introduction

Assessment task three is designed to assess your ability to follow up the interview in a formal situation.

Instructions

- Immediately after the interview, while discussion is still fresh in your mind, write up the record of the interview.
- Also identify any information gaps noted during the interview, any cross-checking of information required, records that must be obtained, or any other follow-up required. Write these up on the Interview Follow-up Form (see next page).
- On the Interview Follow-up Form, write up the actions and decisions resulting from the interview.
- Your follow-up should meet organisational requirements and the stated purpose of the interview. It should also be planned and completed in a manner that respects the rights of all parties involved.
- Once you have completed these follow up processes and the Interview Follow-up Form, provide them to your assessor.
- Discuss these follow up processes and requirements with your assessor or observer. Discuss with your assessor/observer how you intend to address any issues you identified and how you will obtain any further information required.

The completed assessment for task three will include:

- Written record of the interview.
- Completed Interview Follow-up Form.
- Learner identification of all the important areas of the interview that require follow-up.
- Planned follow-up being in keeping with organisational requirements and purpose of the interview, and performed in a manner that respects the rights of all parties involved.

Interview Follow Up Form

(To be completed by the learner)

Name of the learner:	
Name of observer/assessor:	
Interview date and time:	
Venue:	

Please fill in the following form and attach all relevant documents.

Record of interview:

Attach your record of the interview to this form and give it to your assessor.

Further information:

Note down any further information required. Were there any information gaps identified that need to be followed up? Explain how you will follow these up.

Actions/decisions resulting from the interview:

Record the actions and decisions resulting from the interview here.

Assessor / Observer:

Signature:

Date of observation:

Assessment Guide

These are the evidence and judgements that your assessor will use to assess your competence in unit standard 1297.

Task / Element	Evidence required	Judgement
<p><i>Task 1 / Element 1</i></p> <p>This task involves the learner planning an interview to be conducted in a formal situation.</p>	<p>The learner provides the interview plan.</p> <p>The learner provides evidence of preparation of the interview environment.</p>	<p>Interview plan takes into account the needs of those being interviewed. The plan is produced in the agreed format which meets the needs of the organisation.</p> <p>The planned sequence of questions fits the purpose of the interview.</p> <p>The planned questioning techniques fit the situation, purpose of the interview, occasion, subject matter, and relationship between participants.</p> <p>Preparation of the interview environment meets the purpose of the interview.</p> <p>Attached evidence was sufficient and relevant.</p>
<p><i>Task 2 / Element 2</i></p> <p>This task involves the learner conducting an interview in a formal situation.</p>	<p>The learner is observed conducting an interview in a formal situation.</p> <p>The assessor or an approved observer records learner performance on the Observation Checklist.</p>	<p>The interview is conducted in accordance with the interview plan.</p> <p>Introductions fit the context and the learner states the purpose of the interview.</p> <p>The question sequence, questioning technique and language used fit the context and meet the stated purpose of the interview.</p> <p>The relationship between the participants in the interview helps to achieve the interview purpose.</p> <p>The learner records information with interrupting the flow of the interview.</p>

Task / Element	Evidence required	Judgement
		<p>The learner provides feedback that encourages the interviewee to respond.</p> <p>The learner concludes the interview in a manner that fits the interview context.</p> <p>The completed Observation Checklist indicates the learner met the performance standards required.</p>
<p><i>Task 3 Element 3</i></p> <p>This task involves the learner following up the interview conducted in a formal situation.</p>	<p>The learner completes the 'Interview Follow-up Form'.</p> <p>The learner provides a record of the interview.</p>	<p>All follow-up processes are completed by the learner in accordance with organisational requirements.</p> <p>The learner provides a record of the interview.</p> <p>The learner identifies any further information that is required.</p> <p>The learner sets out the actions and decisions resulting from the interview.</p>